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ABSTRACT

An integrated set of teaching materials on community development is scheduled to be available by the spring of 1981 to Colleges of Education for use in regular vocational agriculture courses, inservice training, or short workshops. A task force of agricultural educators and community developers is aiming the materials at "teacher educators" in an effort to ameliorate the anomaly that vocational agriculture and 4-H both focus on youth development although teachers of those programs are generally trained in technical agriculture. Following a format frequently seen in educational materials, the introductory section and 10 lesson plans contain: explicitly stated objectives; key questions; content summary; alternative teaching techniques; learning activities; and information sheets. Topics covered include: the interrelationships of agriculture and the community; the nature of the community; the nature, principles, concepts, and steps in community development; utilizing organizations, groups, and the vocational agriculture program in community development; and community change, leadership, and participation. The entire package can be completed in 30-45 hours, or several lesson plans may be selected for a short course. Appendices contain a sample lesson plan and information sheet. (SB)

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Curriculum Materials on Community Development for use in Vocational Agriculture and FFA

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Paper prepared for Panel Session entitled, "The Role of the Consumer in CD Curriculum Development," at the annual meetings of the Rural Sociological Society, Ithaca, New York, August 21-23, 1980.

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Background

FFA members have been involved in community building and community service activities of various kinds. In 1971 the National FFA Board of Directors approved the Building Our American Communities (BOAC) program, which was designed to focus upon the community development process. In the same year USDA prepared a reference item, Building Our American Communities: A National FFA Chapter Community Development Program (National FFA Organization, 1971), which ". . . provides the vocational agriculture instructor with an initial approach to classroom oriented instruction in the Community Development Process" (National FFA Organization, 1971, i).

Several films have also been prepared by the National FFA Organization to support the BOAC program. The first, "Building Our American Communiites," gives an overview of the BOAC program. The second, "The Game Plan—FFA Tackles Community Development," provides a step-by-step guide to the community development process as used in BOAC.

In 1976 additional materials were prepared by the National FFA Center with a grant received from the Lilly Endowment, Inc. of Indianapolis, Indiana. This included a student handbook, a teacher plan handbook, and an accompanying slide-tape presentation. These materials were for use in the classroom by Vocational Agriculture teachers and by local FFA chapters (National FFA Center, 1976a). In addition to several prominent Agricultural Educators, a number of well-known Community Development specialists participated in the preparation of these

materials--Del Dyer of VPI, Don Littrell of the University of Missouri, and Karl Munson of the Federal Extension Service-CRD.

One problem encountered by the National FFA Center in supporting the BOAC program was the fact that most Vocational Agriculture teachers had no familiarity with Community Development and frequently only minimal familiarity with the basic concepts of the disciplines upon which Community Development draws--Sociology, Economics, Psychology, etc. In order to ameliorate this problem a grant was obtained by the National FFA Center from the Farmer's Home Administration to carry out a number of activities intended to introduce Community Development to Teacher Educators in Vocational Agriculture programs of Colleges of Education. A series of in-service training workshops are being carried out using existing materials (e.g., National FFA Center, 1976a). The second activity is the preparation of an integrated set of teaching materials on Community Development to be made available to Colleges of Education for use in regular courses in Vocational Agriculture as well as for use in in-service training or short workshops. Those materials are the object of this report.

The Task Force

The task force that is preparing these materials is made up of three Agricultural Educators and three persons with backgrounds in Community Development. The Agricultural Educators are Jasper S. Lee of Mississippi State University, James P. Clouse of Virginia Tech, and John H. Rodgers of Clemson. The Community Developers are Lee Cary, University of Missouri, Dick Thomas, Southern Illinois University, and Don Voth, University of Arkansas.

The task force met twice during the early Spring of 1980. The structure of the materials was outlined and assignments were made at the

first meeting. At the second meeting initial drafts were reviewed. Subsequently the materials have been rewritten twice and the entire Task Force plans to meet in September to complete the materials for final editorial review and printing. A series of regional workshops is being planned for the spring of 1981 at which time these materials will be presented to selected Agricultural Educators with a view toward encouraging adoption and use.

The Structure of the Curriculum Materials

The materials are being prepared in a format evidently popular in the field of education with explicitly stated objectives for each lesson plan. These objectives are articulated with a series of "Key Questions/Summary of Content." Each of the latter has associated with it several alternative teaching techniques. An example of the format for Lesson Plan 7, "Determining Ways Communities Change and Can be Changed" is attached in the appendix. Each of these lesson plans is further supplemented with Information Sheets which will be included with the printed curriculum materials and/or suggested references or sources to be used in that particular plan.

There is an introductory section and 10 individual lesson plans, as follows:

Plan 1.--Determining the inter-relationships of agriculture and the community (1 to 2 hours class time).

Plan 2.--Determining the nature of community development (4 to 6 hours).

Plan 3.--Determining the nature of the community (2 to 4 hours).

Plan 4.--Determining the principles and concepts in community development (2 to 4 hours).

Plan 5.--Determining the steps in the community development process (9 to 11 hours).

Plan 6.--Utilizing organizations and groups in community development (2 to 4 hours).

Plan 7.--Determining ways communities change and can be changed (2 to 3 hours).

Plan 8.--Building effective leadership in a community (2 to 3 hours).

Plan 9.--Participating in the community (2 to 3 hours).

Plan 10.--Using the vo-ag program in community development (2 to 3 hours).

The total time required, then, ranges form 30 to 45 hours. The Task Force has determined that Lesson Plans 1, 4, 5, and 10 are core areas in community development; Lesson Plans 2, 3, 6, and 7 deal with supplementary or support materials for community development; and Lesson Plans 8 and 9 deal with techniques. As such, a shortened presentation could select only the four core areas.

Only Lesson Plans 1 and 10 are specifically oriented to FFA and vocational agriculture. The others could be used in a modular format for teaching community development in other contexts, e.g., for in-service training of Cooperative Extension Personnel.

Discussion

This interest in community development in FFA, Vocational Agriculture and, as a consequence, in schools of education would appear to offer an important opportunity for broader understanding and acceptance of the field. Vocational Agriculture, much like the 4-H program in the Cooperative Extension Service, has long operated with a peculiar anomaly. This is that on the one hand, both programs focus heavily upon the development of young people, largely in group settings within the respective clubs and chapters and within the local communities. On the other hand, the personnel responsible for these programs are trained almost exclusively in technical agriculture rather than subject matter appropriate for these developmental objectives. Perhaps the introduction of this community development curriculum into the teacher training process can to some extent ameliorate this anomaly.

The curriculum materials would also appear to be useful in many other settings where community development is to be taught--with the exception of Lesson Plans 1 and 10, which focus specifically upon FFA. They could be used in college courses in departments of sociology, community development, in short workshop settings, and in in-service training for persons responsible for community development programs. It is my intention to determine whether there is any interest in Arkansas in using these materials in the various colleges and universities in the state. Requests have come to us from time to time for assistance in designing curriculum materials on community development, and these materials may be the answer to some of those needs.

There are, however, some problems. First, it is not clear at this point whether the materials will be adopted. Teacher Educators inform us that it will be very difficult to include another course in the curriculum of undergraduate Vocational Agriculture Education majors. This is only part of a more serious problem to the person trained in sociology, rural sociology, or community development. The materials are designed for use by "teacher educators" who are, per se, not likely to be as qualified in terms of their familiarity with relevant literature, etc., to teach the course as would be a sociologist, rural sociologist, or community development specialist located outside of the Colleges of Education. However, the assumption has been made that, for the most part, the course would be taught in the Colleges of Education. Partly this has to do with the issue of acceptance--if such a course were taught elsewhere, Education majors would not (would not be allweed to?) take it. Without tilting at the obvious windmill of the irrationality of educational policies that lead to such an impasse, I am not sure that community development can be communicated

effectively by teacher educators with little background in the relevant disciplines just because they have before them well-designed lesson plans in community development. It remains to be seen.

Certainly Colleges of Education that wish to incorporate community development into the curriculum for the Vocational Agriculture majors should look to Sociologists, Rural Sociologists, and Community Developers on their campuses for the teaching of this course if possible. Very likely few of them will. Perhaps members of these disciplines should take it upon themselves to monitor new course offerings in community development in the Colleges of Education on their respective campuses. Under ideal circumstances existing undergradutae courses on community development could be adapted to meet the needs of both the Vocational Agriculture majors, as well as other undergraduates--using the curriculum materials discussed here.

This discussion is relevant to the issue of consumer input into community development curriculum. After some initial confusion about who the consumers of these materials would be the Task Force focused upon "Teacher Educators." Of course, ultimate consumers are vocational agriculture students and, ultimately, FFA chapters and their members. However, the objective of the project was to prepare materials that teacher educators could use in the classroom in vocational agriculture.

Thus the format of the materials was almost completely determined by educators--including the use of lesson plans with objectives stated using terminology consistent with current practice in the field of education. Also, the assumption that community development could be taught from such lesson plans with a minimum of other preparation by professional educators was determined by the consumer.

After the dissemination workshops have been carried out next spring the Task Force will, no doubt, have a lot to say about consumer roles and/or consumer acceptance of these materials. The final judgment as to the ultimate effectiveness of this approach will have to wait until the effects have had a chance to filter down to the FFA chapter level.

Another problem has begun to concern me as a member of this Task Force. We do not yet have a good, comprehensive handbook or textbook that can be used in community development courses. The recent book edited by Christenson and Robinson (1980) is good, and goes a long way toward meeting this need. It seems to me, however, that a much more comprehensive handbook is needed, which covers the broad scope of the field of community development from economic development--theory, practice, impacts, etc., to the more process oriented approaches represented, for example, by Rothman's "three models" (Rothman, 1974), to community development as perceived by planners and architects. Included in it should be treatments of important ancillary materials such as evaluation, citizen participation, group dynamics and organizational development, and a wide variety of others. Our task in preparing these materials would have been much easier if such a source existed. Unfortunately, the preparation of such a volume is not exciting; it would probably be hard to interest a publisher in publishing it. However, once done, I am quite confident it would be widely used.

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1976b Community Development--FFA Style, Teacher's Plan. Alexandria, Virginia: National FFA Center.

Rothman, Jack
1974 "Three Models of Community Organization Practice," in Fred M. Cox, et al., Community Organization: A Book of Readings, second edition. Itasca, Illinois: F. E. Peacock, pp. 22-38.

APPENDIX

LESSON PLAN 7 - Don Voth

Enterprise or Activity: Community Development

Problem Area: Determining how Communities Change and Can Be Changed

Situation: All teacher educators have familiarity, from personal experience, with social change in their communities. They also now have considerable background, from this course, in analytic views of the community and community development. However, they have not been introduced to specific concepts dealing with social change at the community level.

Teacher Objectives: Develop the ability to:

1. Identify and describe community changes according to the degree of control exercised over the change.
2. Define key concepts in the diffusion-adoption process.
3. Identify and describe different strategies for achieving controlled community change.
4. Evaluate the consequences of change and different strategies of achieving change.

Interest Approach: Have each student identify several major changes which have occured in their own communities during the last ten years. Then, separate into several small groups and ask each group to reach consensus on not more than three major changes that have occurred in the communities they represent during the ten year period. Finally, using the fish-bowl technique, have the entire class reach consensus on the same question (If time is inadequate, the last step can be avoided and each group can be asked to report its conclusion to the class).

Key Questions/Summary of Content	Teaching Techniques
1. Community change varies in the extent to which it can be controlled. A. Nature of the change. B. Level of the change. C. Who wants the change?	1. Have students select three of the community changes discussed in the Interest Approach. With Information Sheet 7-A as a resource, have them identify (a) the extent to which the community exercised control over this change, (b) who within the community exercised that control, and (c) why control was not exercised if it was not. 2. Deliver a class lecture with illustrations of changes that the community controls (perhaps taken from the Christian Science Monitor, A Nation of Neighborhoods) and changes the community does not control.
2. Define diffusion, adoption and the diffusion-adoption process.	1. Have students read Rogers and Burdge (1972), chapter 13, and ask them to be prepared to: a. Define the major terms. b. Identify stages in the adoption process. c. Identify types of adopters. Give an in-class quiz. 2. Have students read Rogers and Burdge (1972), chapter 13. Ask each student to be prepared to define, illustrate, and discuss one of the key terms. Discuss in class.

3. What are the consequences for the community of the adoption of new technology in agriculture?	1. Divide students into two groups Have one group prepare to argue the benefits of agricultural technology, and the other to argue the disadvantages of agricultural technology. (Specific technology may be selected if this is desirable, e.g. mechanical harvesting of fruits and nuts.) Require that they focus upon benefits and disadvantages for the community. Have these groups each prepare and make a presentation arguing their position. 2. Have individuals identify at least three consequences of the adoption of agricultural technology. Discuss these in class, classifying them into: (a) Those that influence the community as a whole and those that do not. (b) Those that are beneficial to the community and those that are not.
4. Identify and understand different strategies of community change. A. Cooperative B. Campaign C. Contest D. Conflict	1. Have students read Information Sheet 7-A and Robinson (1980). Then have them select one community change resulting from adoption of agricultural technology that has a significant influence upon the community. (e. g. adoption of irrigation which may lower the water table, or forming a marketing cooperative to increase sales and income). Have them simulate a city council meeting in which a specific proposal of the community to attempt to control (prevent or assist) this change is discussed. Have participants play roles representing basically irreconcilable viewpoints. To illustrate a conflict strategy. Discuss their feelings about conflicts. Afterwards. (This exercise may be done in teams if desirable.)

2. Have students prepare to present and discuss cases which illustrate both consensual (cooperative and campaign) strategies and strategies in which consensus cannot be reached (contest and conflict). Suggest they use cases from their own communities, or cases from The Christian Science Monitor, A Nation of Neighborhoods. Ask them to use the steps or stages in Rogers and Burdge (1972), chapter 13 and the "channel of policy choices" of Bachrach and Baratz (1970) in Information Sheet 3-F.

3. To further understand conflict, have students read, in addition to Information Sheet 7-A, Robinson and Clifford (1974) and act out the conflict scenes presented in it.

Evaluation

1. In a take-home exercise, have students prepare a strategy for achieving specific change objective in the community. Evaluate from the perspective of creative and appropriate use of concepts introduced and materials presented in this section.

2. Give an in-class quiz, focusing upon concepts, strategies, and the pros and cons of the use of conflict.

Information Sheet 7-A

How Communities Change and Can Be Changed

How Communities Change and Can Be Changed

Lesson plan 7 examines community change. There are a few key ideas in this lesson that are very important.

(1) Although our interest in understanding community change is to be able to exercise control over that change, the control that can be exercised by the community is generally not very great and varies from situation to situation.

(2) A variety of change strategies exist for influencing community change, ranging from cooperative strategies which are based upon community consensus to conflict strategies which are based upon the use of power.

(3) Conflict, as much as we may be uncomfortable with it, is both a legitimate change strategy and "as American as apple pie." The point is to understand its functions and use, not to take a position for or against it.

The degree to which the community exercises control

Communities are "open systems," without any one centralized controlling mechanism that makes decisions for them. Community development, however, is concerned with community people taking their fate into their own hands and improving the quality of life in their own communities--or controlling change. This creates a dilemma, and those interested in community development need to understand that some changes can be influenced by the community and others cannot. What makes the difference?

The nature of the change.--Control or potential control of change depends heavily upon the change itself. Does it involve the economy of the community, the cultural values of the community, the

services of the community, or what? Once the specific change or changes are identified, what is the focal point of these changes? Is there an agency or organization in which decisions are made relative to the desired change? (e. g. the local school system), or is it something that depends upon the uncoordinated decisions of many institutions, agencies, and individuals (e. g. community attitudes toward paying for public services)?

Levels at which change is controlled.--As has already been suggested, different changes are controlled at different levels. For example, fiscal policy which influences interest rates is largely controlled at the national level. The community can do very little about it. On the other hand, as we illustrate later in this lesson plan, adoption of technical innovations in agriculture, although it has profound consequences for communities, is largely controlled at the level of the individual farmer rather than at the community level. What are some changes that are, or can be, controlled at the community level?

Who wants to exercise control?--Finally, it is important to understand the nature of the group or agency which wants to exercise control over community change. Who does the group or agency represent?, how much power or influence does the group or agency have? In a word, what right do they have to try to impose their control over community change? Furthermore, is the group's status consistent with the level (see above) at which the change must occur?

Now we direct your attention to examples of community change. On the one hand there is change over which the community exercises

little control--adoption of agricultural technology. On the other hand are strategies which can be employed for those changes over which the community can exercise control. For the former--adoption of agricultural technology--please read chapter 13 in Rogers and Burdge's book Social Change in Rural Societies (1972). The latter--strategies for controlling change are discussed below.

Styles and Strategies of Community Change--Controlling those things that can be controlled

Four different strategies of bringing about change can be identified, as follows: (1) cooperative strategies, (2) campaign strategies, (3) contest strategies, and (4) conflict strategies. 1/ Although obviously different methods are used in the different strategies, the basic distinction has to do with assumptions about goals and objectives. Both cooperative and compaign strategies involve consensus about goals and objectives, cooperative strategies assume consensus already exists, campaign strategies assume that it can be reached--through use of persuasion, etc. Contest and conflict strategies involve lack of consensus about goals and objectives and assume that competing and conflicting objectives will necessarily be pursued. Contest and conflict strategies differ, however, in the extent to which the rules of behavior and strategy are understood, agreed upon, and accepted, and in the extent to which extreme, and perhaps even violent, actions are used.

1/ See Roland L. Warren (1977), chapter five for a discussion of different ways of classifying change strategies. Warren identifies the first three above, but overlooks the third, evidently assuming that contest strategies include conflict strategies.

Some important points about these varying strategies are:

Persons or groups tend to move from the cooperative extreme to the conflict extreme when unsuccessful at a previous level.--This is clearly evident in the history of revolutions against colonial governments during the decades of the 1930's to the 1960's. It is also a reason why those within a movement whose goals are more extreme than others in the movement may try to sabotage cooperative strategies. Can you think of examples of this happening in your community?

Neither cooperative nor conflict strategies are necessarily better.--Conflict is built into the American system of government through the principle of "checks and balances" and conflict, even extreme conflict, has been regarded as a legitimate part of American history for a long time. Furthermore, conflict can serve important positive functions, as is pointed out by the Schaller article below.

One's choice of strategy is limited.--It is largely determined by the situation and by the people involved. Some people do not feel comfortable engaging in conflict, and some situations cannot be resolved cooperatively because deeply held differences cannot be reconciled. As a community development practitioner it is important to be able to use different strategies, and to be sensitive to both the practical and ethical issues of their use.

The choice of strategy should be determined by the situation.--Unfortunately, people tend to let their preferred personal style determine their strategy. Some people turn everything into a conflict, others insist upon avoiding conflict at all costs. The community development practitioner needs to have the flexibility to use a range of strategies, recognizing that different situations demand

different responses. Learning to be comfortable with different styles is very difficult. Consequently role play exercises, and placing oneself into learning situations can be very helpful.

For a more detailed discussion of conflict and its role in community development you should read robinson (1980). Another article that is excellent and which deals with the ethical issues involved in conflict is Schaller (1970).

Resource materials on community change:

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